A .B. Combs Leadership Magnet Elementary School Lesson Plan

Grade 3rd, Visual Art: Matisse Inspired, Name Paper Name Penny Ferrell

Cutting Project, Literature Collaboration

Date January 2014

Organization: Sm. Group Yes Large Group

Yes Individual Learning Center

Components of the Leadership Model:

* Covey: Seek first to understand Matisse’s limitations,

Think Win Win by creating personal artwork but communicating your ideas in Matisse style also,

Synergizing to use materials/ideas together at one table,

Sharpening the saw to pick, choose fun personal color choices.

* Quality Tool: FONT STYLE NAME CUT OUT OF PAPER

Special Arrangement of Letter Size, Colors, Papers

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2 cut outs of 1 favorite 2 cutouts of 2nd favorite

subject, color, size subject, color, size

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2 organic shapes 2 geometric shapes

* Rigor and Relevance: Review Matisse Style brochures, advertisements, posters, community signs.
* Essentials in Leadership- Students will address each other and adults with respect and be positive members of the group. They will respond with ‘Yes ma’am’ and ‘No ma’am’, ‘Please’ , etc. Students will take their time in completing the assignment and participate with 100% effort.

Common Core Standards:

From 3 historical fiction books that the students read, compare, contrast:

Henri’s Scissors by J. Winter

Colorful Dreamer by M. Parker

King of Color by L. Anholt

Key Ideas and Details:

RI.3.1 Describe Matisse’s childhood.

What influenced Matisse to choose art as his career? How did his career become his “Covey voice”?

Matisse did not enjoy school, law work. While sick as a child his mother provided art supplies which led him to soar as an artist. He was not working while doing art, he was living out a passion.

RI.3.2 Connecting book title word choices: Why are the titles “Henri’s Scissors”, “Colorful Dreamer”, and “King of Color” just such perfect titles for books about Matisse?

RI.3.3 Describe Matisse’s movement from painting to cutting paper. How was the sea air healing for him? Why does he fit so nicely into our art history timeline reference in the art room?, Compare Matisse’s style of art to that of Degas and Warhol already covered in art this year. Let’s be detectives, looking at how the illustrations of all 3 books mesh so well with Matisse’s art.

Craft and Structure:

RI.3.4 Let’s explore these words used in the books: mandolin, lagoon, wild beasts, fauve, ‘painting with light’, Chapelle du Rosaire, Vence, priests, nuns, diorama, dollhouse, 3d model, la reve, “The Dream”, paper garden, ”hands quick as butterflies”, taxi bed.

RI.3.5 www.crystalinks.com/**seas**alt**healing**.html‎

From this link, let’s research to see why the sea has scientific healing qualities or is it just in Matisse’s mind.

RI.3..6 Distinguish when different people speaking in each book: Authors; Matisse himself; Monique, his caregiver; Matisse’s parents. Why is it important to include multiple speakers in a book that you might write?

Integration of Knowledge and Ideas:

RI 3.7 How are these 3 Books illustrated in a manner that helps us understand Matisse’s style of art? …..colorful, painterly, lively, imaginative, simplistic, dreamy.

RI.3.8 Let’s see why these 3 short sentences from our 3 books now make great sense in referring to Matisse:

“Monique felt as if she was floating in a multicolored sea.” (King of Color)

“Matisse walked out into his paper garden.” (Henri’s Scissors)

“Henri was unstoppable.” (Colorful Dreamer)

RI.3.9 By reading 3 books we can see how to Matisse’s life is shared in 3 ways, starting quite simplified, growing to more historical detail.

NC Essential Standards:

3.v.1.1. Art Vocabulary: geometric/ organic shapes

Fauve, Serigraph, Lithograph

3.v.1.2 Original, personal name cut out art and original choice of subjects to cut,

original choice of organic/geometric shapes to add

3.v.1.3 Identify themes from Matisse’s works

3.v.1.4. Shapes, Colors, Space, Patterns, Movement

3.v.1.5 Repetition, Emphasis, Negative/ Positive Space, Contrast, Balance,

Proportion, Harmony, Unity

3.v.2.1 Ideas of other shapes desired, Solutions of mapping out name cut outs,

Originality in color choices

3.v.2.2 Talk about what sources lead to decision of other organic and geometric

3.v.2.3. Will have realistic photos for inspiration to draw own version

shapes to add

3.v.3.1 Scissors, regular and special shaped; paper; glue

3.v.3.2 Variety of all kinds of papers

3.v.3.3 Collage

3cx.1.1 Community ads, brochures, posters

3cx1.2 Documents of school examples

3cx.1.3 Matisse, Modern Art, Fauve Art Movement

3.cx.1.4 Purpose for Colors

3.cx.1.5 Use of scraps in art room, wall papers, newspapers

3.cx.2.1 Matisse new colors to his art and to society art works

3.cx.2.2 For advertising quick print, happy, easy

3.cx.2.4 Can do this project on photo shop but will not ‘feel’ the creation as much

with no hands touching real paper

3.cr.1.1 Discuss elements/principles as work is displayed

3.cr.1.2 Use our “Kindness Critique” to notice commonalities, differences.

Learning Outcomes: At the end of this lesson, students will:

Be familiar with Matisse’s style, life, understanding of painting leading to cutting, as well as the Fauvism Art Movement.

Materials: painted papers, printed papers, construction paper, fadeless papers, multiple type of scissors, glue, font letter choices, clip art and real photos for reference.

LESSON ACTIVITIES:

Review previously taught material: Warhol, Degas, Holiday Cards…

Warhol made prints to make a lot of money; Degas used chalk pastels for a soft impression; We tore paper for Christmas cards.

Anticipatory Set (Motivation)

5 color prints from Matisse, painting and cutting examples

2 Videos:

1. Youtube cartoon, from 4CatsArts, 1:30min.

2. [www.crystalproductions.com](http://www.crystalproductions.com) DVD, “Dropping in on Matisse”

4 Books:

1. Henri’s Scissors, by J. Winter

2. King of Color, by L. Anholt

3. Colorful Dreamer, by M. Parker

4. 13 Art Techniques Children Should Know, by A. Wenzel

Overview of learning outcomes to students (stated/written)

Recognize Matisse Artwork, how it emerged, and is still seen today.

Development of Lesson

Creating a NAME Matisse Artwork by the following steps:

1. Reviewing various fonts, drawing and cutting out your name from personal choice papers/colors and sizes of letters
2. Think of 2 subjects you love, draw them stylistically or realistically, cut out 2 of each 2 subjects, minimum; your choice of size and color.
3. Begin to arrange these steps 1 and 2 to create emphasis on what you think is most important, overlapping as you choose, glue lightly in place.
4. Cut out 2 more ‘organic shapes’ and 2 more ‘geometric’ shapes to add into your art, under or over the shapes already arranged, glue lightly in place
5. As we share art around the class, we should realize:

How everyone can be a Matisse artist,

How his style is seen even today everywhere especially on printed media.

Differentiation: simply by names being unique, then ‘personal subjects’ chosen, and additional shapes chosen

Covey Connection: seeing an example of end product to understand why it’s helpful to begin with the end in mind, following steps to create a great finished product.

Quality Connection: referring back to our quality tool

Rigor/Relevance: observing and commenting on examples of Matisse style familiar logos shown in class, i.e. the Girl Scout logo and so many more; How could our COMBS

t-shirts be designed in a Matisse style?

Assessment: Using our KINDNESS CRITIQUE method from the poster in the art room to compare/contrast students’ work; what would be the impact if we were to reduce or enlarge this art?; what would be the impact if art was made into a stained glass window?

Closure (Link to objective: What did you learn?)

How do you feel you have become a Matisse Artist, what would you tell a friend who asked, who is Henri Matisse?

Book Questions:

1. Henri’s Scissors by J. Winter

1. How did Matisse’s interest in art begin?
2. Why do you suppose his paintings made people happy?
3. What pets did Matisse enjoy?
4. Whose faces were on the ceiling, why?
5. What did you learn about Matisse from this book?

2. Colorful Dreamer by M. Parker

1. What did Matisse want to become?
2. How does this book describe Matisse’s introduction to art?
3. Why was he in the hospital?
4. How did he draw upon the ceiling, why?
5. Why is ‘catastrophe’ connected with his art and finding his voice?
6. Where did Matisse live in this book and the previous book too?
7. How do you see Matisse at the end of the book?
8. Do you notice outlining?

3. King of Color by L. Anholt

1. What was Monique’s job?
2. Where did she go to school?
3. Notice a view of the sea again!, Notice Matisse’s signature.
4. How did black/white attire become colorful?
5. What was the name of Matisse’s home?
6. What was Matisse’s grand idea?
7. Why were the nuns grumbling?
8. How did Matisse make a ‘win win’?
9. What made Matisse finally able to sleep and rest, conquer insomnia.

10. Describe Monique’s church.

Point to the location of the commune on our world map… Vence, France, between Nice and Antibes.

What is in common with the styles of illustration for each book?

Notice which work of art was chosen to be used in the 4th book, why?

Other sources:

Deep Space Sparkle: Matisse Inspired Name Panels

Sept. 18, 2008, by Patty Palmer

Incredible Art Department, Michelle Peacock, Mohave MS